

## What is EVAAS?

EVAAS is a web-based reporting tool that provides very powerful information to educators. EVAAS measures the average progress students make within your district, school, or classroom, as compared to the average progress students make statewide. EVAAS can also provide information about a student's likelihood of success on future academic benchmarks. It is available to all schools and districts in North Carolina.

## Where are the EVAAS Reports?

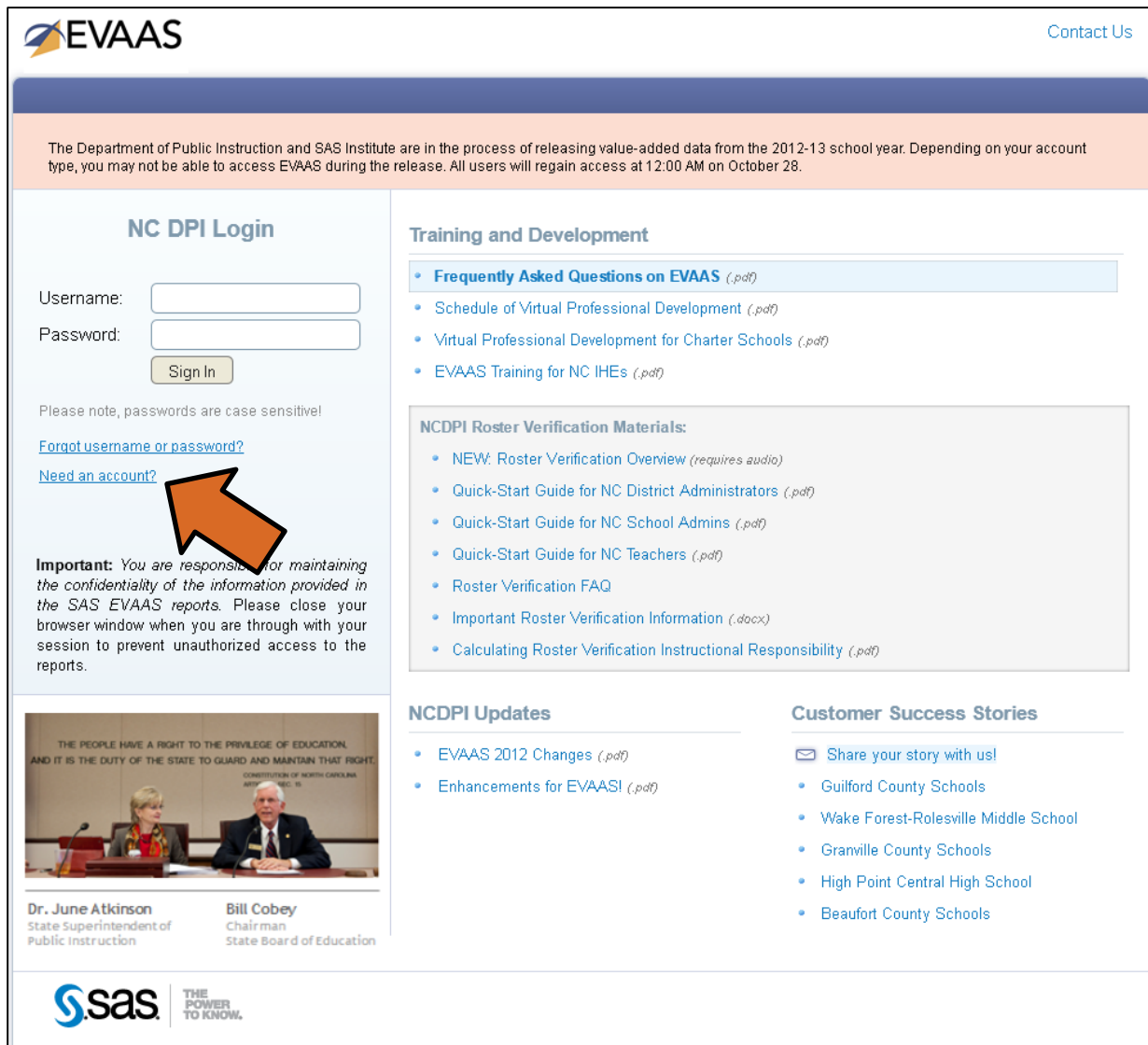
The EVAAS Reports are available online through secure website access.

The login page is located at <https://ncdpi.sas.com/>.

## How do I get an EVAAS Account?

The secure online EVAAS system is intended for educators.

If you are an educator and need an account, please go to the EVAAS login page and click **Need an account?** for account assistance.



The screenshot shows the EVAAS login page. At the top left is the EVAAS logo, and at the top right is a "Contact Us" link. A blue banner below the header contains a message about the 2012-13 school year data release. The main content area is divided into two columns. The left column, titled "NC DPI Login", contains a login form with fields for "Username:" and "Password:", a "Sign In" button, and links for "Forgot username or password?" and "Need an account?". A large orange arrow points to the "Need an account?" link. Below the login form is an "Important" notice about confidentiality. The right column, titled "Training and Development", lists several links: "Frequently Asked Questions on EVAAS (.pdf)", "Schedule of Virtual Professional Development (.pdf)", "Virtual Professional Development for Charter Schools (.pdf)", and "EVAAS Training for NC IHEs (.pdf)". Below this is a section for "NCDPI Roster Verification Materials" with links to a new overview, quick-start guides for administrators and teachers, a FAQ, and roster verification information and instructional responsibility documents. At the bottom of the page are sections for "NCDPI Updates" (EVAAS 2012 Changes, Enhancements for EVAAS!) and "Customer Success Stories" (Share your story with us!, Guilford County Schools, Wake Forest-Rolesville Middle School, Granville County Schools, High Point Central High School, Beaufort County Schools). The footer includes the SAS logo and the text "THE POWER TO KNOW."

## What is in the EVAAS Reports?

The EVAAS Reports help educators see the effectiveness of their programs (i.e., the 6<sup>th</sup> grade reading program, the Algebra I program, etc.). **Specifically, it answers the question, “Is the program meeting the academic needs of all students it serves?”** There are many different ways to look at this information in order to gain insight into each program and its strengths and weaknesses. For example, let’s look at the Value Added Report and the Diagnostic Report, shown below.

## Value Added Report

Use this report to evaluate the **overall effectiveness** of a district/school on student progress. The School Value Added Report compares each school to the average amount of growth in the state. Comparisons are made for each subject tested in the given year and indicate how a school influences student progress in those subjects. The Value Added Reports are color coded:

- Blue** On average, students in this program *exceeded* the amount of growth that was expected.
- Green** On average, students in this program *met* the amount of growth that was expected.
- Red** On average, students in this program *did not meet* the amount of growth that was expected.

Estimated School Mean NCE Gain				
Grade	6	7	8	Mean NCE Gain over Grades Relative to Growth Standard
Growth Standard	0.0	0.0	0.0	
2011 Mean NCE Gain				
Std Error				
2012 Mean NCE Gain	-0.7 G	2.1 B	-5.7 R	-1.4 R
Std Error	0.7	0.7	0.8	0.4
2013 Mean NCE Gain	-1.1 G	2.8 B	1.3 G	1.0 B
Std Error	0.8	0.7	0.8	0.4
3-Yr-Avg NCE Gain				
Std Error				
Estimated School Mean NCE Scores				
Grade	6	7	8	
NCE Base	50.0	50.0	50.0	
2010 Mean				
2011 Mean	51.9	58.0	54.7	
2012 Mean	54.3	54.0	52.3	
2013 Mean	53.1	57.1	55.3	
B	Exceeds Expected Growth: Estimated mean NCE gain is above the growth standard by at least 2 standard errors.			
G	Meets Expected Growth: Estimated mean NCE gain is below the growth standard by at most 2 standard errors but less than 2 standard error above it.			
R	Does Not Meet Expected Growth: Estimated mean NCE gain is below the growth standard by more than 2 standard errors.			

## So what’s going on in this school?

**Overall, the 6<sup>th</sup> grade reading program** for the past two years in a row has helped students meet their expected growth (**green** two years in a row). In other words, by going through this school’s 6<sup>th</sup> grade reading program, students maintained their level of achievement in reading, on average, relative to other students across the state who took 6<sup>th</sup> grade reading. They finished 6<sup>th</sup> grade at approximately the same level of achievement that they started 6<sup>th</sup> grade with.

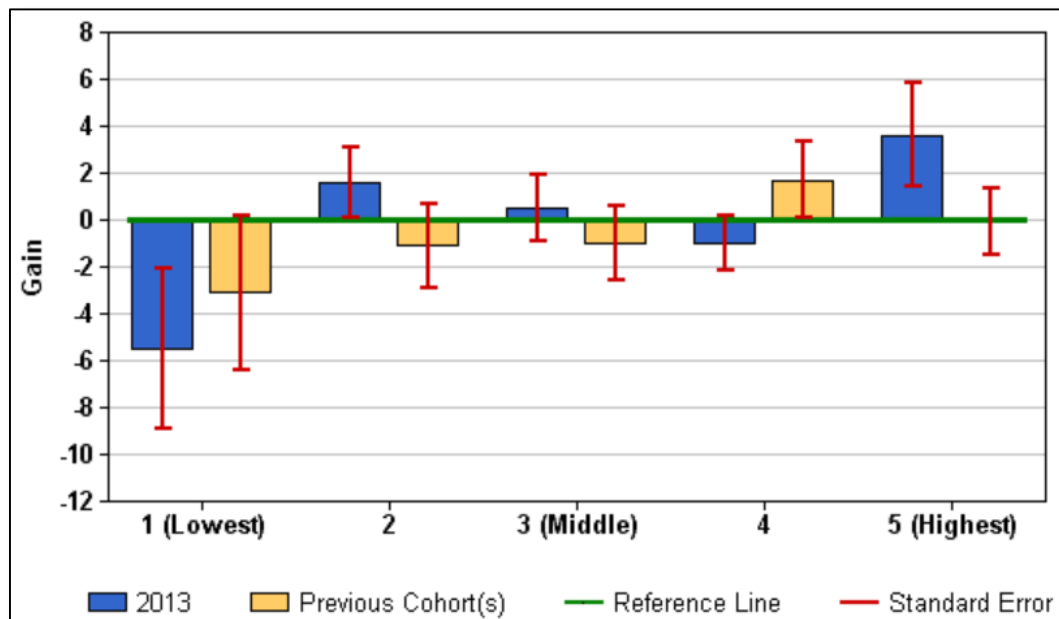
**Overall, the 7<sup>th</sup> grade reading program** for the past two years in a row has helped students exceed their expected growth (**blue** two years in a row). In other words, by going through this school’s 7<sup>th</sup> grade reading program, students increased their level of achievement in reading, on average. They finished 7<sup>th</sup> grade at a higher level of achievement than they started 7<sup>th</sup> grade, relative to students, statewide, who took 7<sup>th</sup> grade reading.

Overall, the 8<sup>th</sup> grade reading program has not been as consistent for the past two years as the 6<sup>th</sup> and 7<sup>th</sup> grades have been. The 8<sup>th</sup> graders in the program two years ago lost ground in reading, on average (2012 was **red**). However, the program dramatically improved in effectiveness the following year. Last year's 8<sup>th</sup> graders maintained their current level of achievement relative to their peers across the state (2013 was **green**). Even though there is strong evidence that the 8<sup>th</sup> grade reading program was not very effective in 2012, it's nice to see that the program was much more effective last year.

## Diagnostic Report

Use this report to identify patterns or **trends of progress** among students at different achievement levels. *This report is intended for diagnostic purposes only and should not be used for accountability.* Each Value Added Report (see above) has a Diagnostic Report that provides more information about that overall growth, broken out by achievement levels.

Group 1 (**Lowest**) contains the students who profiled in the bottom 20% of the state, academically. Group 2 are the students who profiled between the 20<sup>th</sup> percentile and 40<sup>th</sup> percentile in the state. Group 3 (**Middle**) are the students who profiled between the 40<sup>th</sup> and 60<sup>th</sup> percentile in the state. Group 4 are the students who profiled between the 60<sup>th</sup> and 80<sup>th</sup> percentile in the state. Group 5 (**Highest**) are in the highest achievers in the state.



## So what's going on in this school?

For the sake of simplicity, let's just look at the **blue bars**, which are the students who came through this 6<sup>th</sup> grade reading program in the 2012-2013 school year.

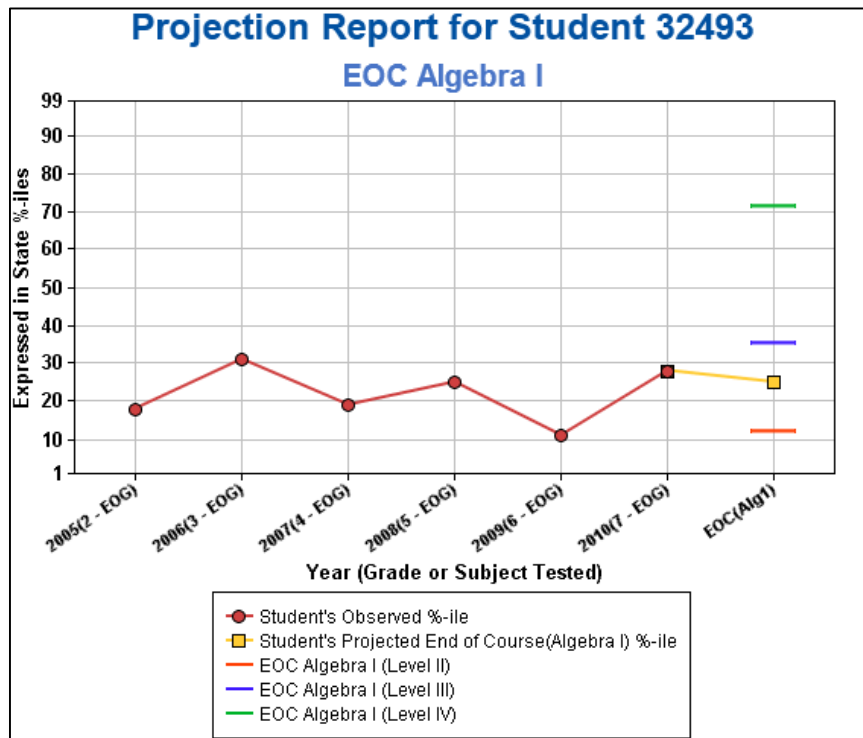
**Bars near the green line** indicate students who maintained their current level of achievement from the start of the year to the end of the year. At this school, the **blue bars** for groups 2, 3 (**Middle**), and 4 are all near the **green line**, which indicates that, on average, students in each of these groups maintained their achievement level. Slightly lower achieving students (group 2), average students (group 3 (**Middle**)), and slightly higher achieving students (group 4), stayed slightly lower achieving, average, and slightly higher achieving in 6<sup>th</sup> grade reading at this school, respectively.

**Bars below the green line** indicate students lost ground, academically, from the start of the year to the end of the year. The **red lines** help identify the **blue bars** that are below the **green line** with some certainty. At this school, the **blue bar** for group 1 (**Lowest**) is clearly below the **green line**, which indicates that students who came into the 6<sup>th</sup> grade reading program already low achieving actually finished the year even lower achieving, on average. This would be a concern for the school to look into immediately.

Bars above the **green line** indicate students gained ground, academically, from the start of the year to the end of the year. The **red lines** help identify the **blue bars** that are above the **green line** with some certainty. At this school, the **blue bar** for group **5 (Highest)** is clearly above the **green line**, which indicates that students who came into the 6<sup>th</sup> grade reading program high achieving, actually finished the year even higher achieving, on average. This would be a big celebration for the school!

## Individual Student Projection Report

In addition to information about groups of students, the EVAAS system also has data on individual students. Here you can see a student's **ENTIRE MATH TESTING HISTORY** (red dots) and the student's **PROJECTED PERCENTILE** (yellow) to the next **TEST**. If performance levels are available, they may also be shown on the student projection report as are illustrated with the different colored lines and legend.



### So what's going on with this student?

This student has consistently scored at or below the 30<sup>th</sup> percentile in mathematics through his testing history. The EVAAS system uses robust statistical methods to incorporate all of this student's testing history across all subjects to create a reliable projected score on an upcoming test. In this case, he is currently projected to score at about the 25<sup>th</sup> percentile on the upcoming Algebra I exam.

This information is very helpful for educators, as it can represent the child's incoming achievement level and ensure his academic needs are met immediately at the start of the school year. Also, since the projected scores are available for tests that are coming up this year, as well as tests further out, educators can develop multi-year plans to ensure students have the best chances possible of passing future tests. The academic growth of each individual child is vital to the success of our schools and our communities.

### Do you want more information?

**This is just a small sample of what's available in the EVAAS system.**

Virtual Learning Modules will be available throughout the EVAAS online application. These modules are designed to assist the user in understanding the purpose and usefulness of a report as well as general navigation. Access to the VLMs is found through the online HELP system, or can also be located in the yellow box above each report. Printable help files are also available for every report.